

# Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
Subchapter 5 Teaching Areas: Specific Standards		
<u>10.58.501 GENERAL REQUIREMENTS</u>	<u>NEW RULE Teaching Standards</u>	
<p>(1) All programs require that successful candidates:</p> <p>(a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;</p>	<p>(1) All programs require that successful candidates:</p> <p><del>(a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;</del></p> <p><u>(i) understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and individualizes designs and implements developmentally appropriate and challenging learning experiences for all learners from special education through high ability;</u></p>	
<p>(b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students;</p>	<p><del>(b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students;</del></p> <p><u>(ii) uses understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana, to ensure inclusive environments that enable each learner to meet high standards;</u></p>	



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(c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development;	<del>(c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development;</del>  <u>(iii) works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;</u>	
(d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;	<del>(d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;</del>  <u>(iv) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content;</u>	
(e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching;	<del>(e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching;</del>  <u>(v) understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;</u>	



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(f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;	<p><del>(f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;</del></p> <p><u>(vi) understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;</u></p>	
(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;	<p><del>(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;</del></p> <p><u>(vii) plans and implements individualized instruction that supports every student from special education through high potential in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;</u></p>	
(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom;	<p><del>(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom;</del></p> <p><u>(viii) understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways;</u></p>	



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(i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies;	<del>(i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies;</del>  <u>(viii) understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways;</u>	
(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction;	<del>(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction;</del>  <u>(ix) engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner;</u>	
(k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it;	<del>(k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it;</del>  <u>(x) seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and relevance, and to advance the profession; and</u>	
(l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and	<del>(l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies</del>	



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agencies in the larger community to support students' learning and well-being, and	<p><del>in the larger community to support students' learning and well-being, and</del></p> <p><u>(xi) demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.</u></p>	
(m) demonstrate the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.	<p><del>(m) demonstrate the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.</del></p>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

